

Technical Committee Report and Curriculum Guide
for
***Food Production,
Management, and Services***
OF 0540



Idaho Professional Technical Education

*This report was prepared by the
Idaho Division of Professional-Technical Education
Family and Consumer Sciences Education
Boise, Idaho*

August 2001

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INTRODUCTION

The Food Production, Management, and Services curriculum framework was developed by a team comprised of Idaho Professional-Technical Education staff and Idaho State University personnel. The curriculum team developed the Food Production, Management, and Services framework from the National Standards for Family and Consumer Sciences Education, the previous Idaho State recommended texts, other states' curricula, and a review of literature pertaining to curriculum content. A committee of selected Idaho teachers participated in the review process.

The competency-based curriculum framework format provides the means for monitoring student progress and generating student profiles. The student profile is a cumulative record of student progress and provides documentation of competence for articulation purposes.

The Food Production, Management, and Services statewide curriculum framework is intended to be the fundamental guide to schools for program content. Schools offering Family and Consumer Sciences education should use an advisory committee to consider local and community needs.

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ACKNOWLEDGEMENTS

The Food Production, Management, and Services curriculum committee included Idaho State University, and the Idaho Division of Professional-Technical Education and volunteer educators from Idaho junior/senior high schools. The Division of Professional-Technical Education reimbursed teachers for curriculum review workshop travel and meal expenses. The Idaho Division of Professional-Technical Education sincerely appreciates the outstanding work of the committee members and their employers who supported their participation.

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FOOD PRODUCTION, MANAGEMENT, AND SERVICES

COURSE DESCRIPTION

Food Production, Management, and Services provides students with a foundation in professional food preparation with practical application in career opportunities, reinforced basic skills, food safety and sanitation, use of commercial equipment, industrial food preparation, business management, service techniques and employability skills. FCCLA (Family, Career and Community Leaders of America) leadership activities are in integral part of this course. Food Production, Management, and Services may articulate to a culinary arts program at a technical school.

IMPORTANT INFORMATION

Delivery of the Food Production, management, and Services Curriculum

Full-class participation is emphasized with teamwork as well as individual projects and/or study. The teacher is the facilitator and the manager of the classroom environment. The focus is on applied and problem-based instruction that is designed to enable and inspire students to develop career skills in food production, management, and services industry.

Teacher Qualifications

The teacher of this course must be certified in Family and Consumer Sciences Education. It is highly recommended that teachers have industry experience or a recent internship experience to gain knowledge about career opportunities in family and consumer sciences occupations.

Length and Level of this Course

This course is designed as a two-semesters/trimester experience, preferably at the 11th or 12th grade level with one semester/trimester co-op experience. Prerequisite: Nutrition and Food or Food Science and Nutrition.

Recommended Resources

Food Production, Management, and Services Activity/Resource Guide 2000

Materials from the current curriculum material list for Family and Consumer Sciences

FCCLA state and national resource materials

Text book: Culinary Essentials; Glencoe/McGraw-Hill; 2002

Career Pathways

This course is recommended for students interested in careers and job skills in the food production, management, and services industry or related hospitality careers. Occupational areas related to the Food Production, Management, and Services curriculum are included in the Business and Management Career Pathways/Human Resources.

CURRICULUM FRAMEWORK PROGRAM AREA: Family and Consumer Sciences

IDAHO DIVISION OF PROFESSIONAL-TECHNICAL EDUCATION

EFFECTIVE DATE: August 2000

PROGRAM TITLE: Food Production, Management, and Services

IDAHO CODE NUMBER: 373

I MAJOR CONCEPTS/CONTENT

Food Production, Management, and Services provides students with a foundation in professional food preparation with practical application in career opportunities, reinforced basic skills, food safety and sanitation, use of commercial equipment, industrial food preparation, business management, service techniques and employability skills. FCCLA (Family, Career and Community Leaders of America) leadership activities are an integral part of this course.

II WORK-BASED LEARNING ACTIVITIES

It is recommended that students be provided with a work environment for observation, volunteering or actual work experience depending on available opportunities.

III CONTENT STANDARDS

After successfully completing this program, the student will be able to:

1. **EXPLORE CAREER PATHS IN FOOD PRODUCTION, MANAGEMENT, AND SERVICES**
2. **DEMONSTRATE SAFETY AND SANITATION PROCEDURES IN FOOD PRODUCTION, MANAGEMENT, AND SERVICES**
3. **DEMONSTRATE MENU PLANNING BASED ON STANDARD RECIPES**
4. **SELECT, USE, AND MAINTAIN COMMERCIAL FOOD PRODUCTION EQUIPMENT**
5. **PREPARE A VARIETY OF FOOD PRODUCTS**
6. **PREPARE A VARIETY OF FOOD PRODUCTS USING APPROPRIATE PROCEDURES**
7. **EXPLORE FOOD PRODUCTION AND SERVICES MANAGEMENT**
8. **EXPLORE THE CONCEPT OF INTERNAL AND EXTERNAL CUSTOMER SERVICE**

<p style="text-align: center;">CURRICULUM FRAMEWORK Food Production, Management, and Services</p>

1. CONTENT STANDARD: EXPLORE CAREER PATHS IN FOOD PRODUCTION, MANAGEMENT, AND SERVICES

1.01 COMPETENCY: Explore career paths in the food production, Management, and services industry

PERFORMANCE INDICATORS:

1. Explore entry level, technical level, and professional level careers in food production, management, and services
2. Explore entrepreneurial opportunities
3. Explore employment opportunities
4. Explore education and training required for careers in food production, management, and services
5. Describe transferable skills required for employment
6. Describe additional career paths open to individuals in food production, management, and services

1.02 COMPETENCY: Explore the impact of the food production, management, and services occupations on the economy

PERFORMANCE INDICATORS:

1. Describe the relationship of food production, management and services occupations to hospitality-related industries
2. Explain the impact of the food production, management, and services industry on the economy

2. CONTENT STANDARD: DEMONSTRATE SAFETY AND SANITATION PROCEDURES IN FOOD PRODUCTION, MANAGEMENT, AND SERVICES

2.01 COMPETENCY: Describe pathogens found in food and their role in causing illness

PERFORMANCE INDICATORS:

1. Explain the responsibilities of food production workers for the health and safety of the public
2. Identify the pathogens common to food products
3. Describe the physical and environmental conditions that allow food pathogens to exist
4. Relate common food pathogens to types of illnesses
5. Demonstrate food sanitation procedures

2.02 COMPETENCY: Explain food service safety regulations

PERFORMANCE INDICATORS:

1. Explain the consequences of working in an unsafe food production environment
2. Discuss the purpose of the Occupational Safety and Health Administration (OSHA)
3. Identify OSHA regulations that apply to food production
4. Explain the purpose of Material Safety Data Sheets (MSDS)
5. Describe Hazard Analysis Critical Control Point (HACCP) procedures
6. Demonstrate appropriate courses of action regarding safety

2.03 COMPETENCY: Demonstrate personal safety and first aid procedures in a food production environment

PERFORMANCE INDICATORS:

1. List work-related accidents common to the food production industry
2. Describe hazards common in a food production environment
3. Demonstrate first aid procedures for burns, shock, cuts, and falls
4. Practice appropriate methods of organizing and maintaining a safe environment
5. Practice safety and first aid procedures

2.04 COMPETENCY: Employ food service sanitation procedures

PERFORMANCE INDICATORS:

1. Explain consequences of inadequate sanitation procedures
2. Identify regulatory agencies that deal with food production sanitation
3. Explain food production sanitation requirements and procedures
4. Describe worker personal hygiene procedures
5. Explain types of pest infestations and appropriate chemical and physical control methods
6. Describe the responsibility of food production workers in sanitation compliance
7. Demonstrate food production hygiene procedures
8. Evaluate a food production environment

3. CONTENT STANDARD: DEMONSTRATE MENU PLANNING BASED ON STANDARD RECIPES

3.01 COMPETENCY: Use standard recipes to accommodate various situations

PERFORMANCE INDICATORS:

1. Define recipe and standard recipe
2. Explain the importance of a standard recipe to produce consistent results
3. Interpret standard recipe measurement
4. Explain the importance of exact measurements
5. Demonstrate proper scaling and measurement techniques
6. Develop a recipe using standard terminology and units of measurement

3.02 COMPETENCY: Apply menu-planning principles to develop and modify menus

PERFORMANCE INDICATORS:

1. Explain physical and medical situations that influence menu planning
2. Explain ways to incorporate high nutrient value into menu items
3. Describe ways to accommodate modified diets without significant effect on sensory appeal
4. Demonstrate ways to modify a recipe to accommodate specific diet requirements
5. Plan nutritionally sound menus for the food production industry

3.03 COMPETENCY: Prepare menu layout and design

PERFORMANCE INDICATORS:

1. Apply menu-planning principles to develop and modify menus
2. Use computer-based menu systems
3. Record performance of menu items
4. Design a menu

4. **CONTENT STANDARD: SELECT, USE, AND MAINTAIN COMMERCIAL FOOD PRODUCTION EQUIPMENT**

4.01 COMPETENCY: Demonstrate selection and use of commercial food production equipment

PERFORMANCE INDICATORS:

1. Describe large and small equipment used in a food production facility
2. Explain how the ability to use food production equipment affects job performance
3. Describe the purposes of commercial food production equipment
4. Explain selection criteria for commercial equipment
5. Demonstrate the use of commercial equipment to accomplish preparation tasks
6. Identify sources of information regarding the safe use of equipment
7. Use safe operating instructions and safety precautions for commercial equipment

4.02 COMPETENCY: Demonstrate procedures for cleaning and sanitizing food production appliances, tools, and equipment

PERFORMANCE INDICATORS:

1. Explain the consequences of unsanitary appliances, equipment, and tools
2. Identify the sources of information available to a food production worker regarding equipment cleanliness and sanitation procedures
3. Interpret the user requirements and procedures for cleanliness and sanitation
4. Perform user cleaning and sanitation procedures

4.03 COMPETENCY: Maintain appliances, tools, and equipment following safety procedures

PERFORMANCE INDICATORS:

1. Explain the consequences of unsafe maintenance procedures and practices
2. Identify the sources of information available to a food production worker regarding routine user maintenance
3. Distinguish between routine user maintenance and major maintenance by a specially trained technician
4. Demonstrate the ability to safely perform user maintenance

4.04 COMPETENCY: Examine equipment purchases based on long-term business needs

PERFORMANCE INDICATORS:

1. Relate the benefits of analyzing equipment needs, alternatives, and costs
2. Identify sources of information available for commercial equipment regulations and facility codes
3. Identify the source of commercial equipment purchases
4. Develop a criteria list for commercial food production equipment
5. Research best buys for various commercial equipment
6. Plan equipment purchases based on business needs

4.05 COMPETENCY: Demonstrate selection, use, and care of commercial cookware, bakeware, and utensils

PERFORMANCE INDICATORS:

1. Identify and explain the uses of commercial cookware, bakeware, and utensils
2. Demonstrate how to select, use, and care for cookware, bakeware, and utensils
3. Develop a criteria list for commercial cookware, bakeware, and utensils
4. Explain the considerations and procedures for cleaning and maintaining cookware, bakeware, and utensils
5. Describe the importance of a well-organized production facility for safety
6. Demonstrate techniques for storage of commercial equipment and tools

5.0 CONTENT STANDARD: PREPARE A VARIETY OF FOOD PRODUCTS

5.01 COMPETENCY: Analyze basic preparation methods and the rationale for the choice of a particular method

PERFORMANCE INDICATORS:

1. Describe basic cooking methods common to the world of food production
2. Explain considerations involved in selecting an appropriate cooking method
3. Describe resources available to assist with making decisions regarding cooking methods
4. Explain the importance of preparing food products with consistent high quality, safety, and a minimum of waste

5.02 COMPETENCY: Analyze considerations of scratch versus speed preparation methods

PERFORMANCE INDICATORS:

1. Describe advantages and disadvantages of scratch methods versus speed production methods
2. Explain the considerations involved in selecting the most appropriate preparation method
3. Compare results of scratch versus speed in taste, nutrition, and appearance

5.03 COMPETENCY: Demonstrate the listed competencies for the following cooking techniques:

**Roasting
Grilling
Frying
Stewing
Stir Fry**

**Baking
Sauteing
Deep Frying
Poaching
Boiling**

**Smoking
Broiling
Braising
Steaming
Convection cooking
Microwave cooking**

PERFORMANCE INDICATORS:

1. Explain the consequences of improper application of cooking techniques
2. Categorize listed cooking techniques as dry heat, moist heat, or the frying method
3. Explain the proper method for applying each listed cooking technique
4. Demonstrate the listed cooking techniques, integrating time-temperature relationship

6. CONTENT STANDARD: PREPARE A VARIETY OF FOOD PRODUCTS USING APPROPRIATE PROCEDURES

6.01 COMPETENCY: Demonstrate preparation of meat, seafood, and poultry

PERFORMANCE INDICATORS:

1. Relate cooking methods for different types of meat, seafood, and poultry
2. Select appropriate types of meat, seafood, and poultry to accommodate specific recipes
3. Prepare meats for the appropriate cooking method
4. Determine the minimum and optimum internal cooking temperature for different types of meat
5. Prepare meat dishes using recipes, safe food handling procedures, and proper cooking techniques

6.02 COMPETENCY: Prepare stocks, soups, and sauces

PERFORMANCE INDICATORS:

1. Describe various soups and stews
2. Identify typical ingredients used to prepare nutrient-rich soups and stews
3. Explain the ways to store soups and stews
4. Explain the principles of milk, vegetable, and starch cookery in soup
5. Prepare stock-based and milk-based soups

6.03 COMPETENCY: Prepare casseroles

PERFORMANCE INDICATORS:

1. Describe various kinds of casseroles
2. Identify common ingredients used in preparing casseroles
3. Explain ways to store casseroles
4. Explain principles of milk, vegetable, and starch cookery in casseroles
5. Describe considerations for working with pasta in casseroles
6. Prepare casseroles
7. Cook, store, and reheat a casserole dish

6.04 COMPETENCY: Prepare fruit and vegetable dishes

PERFORMANCE INDICATORS:

1. Describe how cooking affects fruits and vegetables
2. Describe various considerations for selection and the storage of fruits and vegetables
3. Describe at least three ways fruits and vegetables may be prepared and served
4. Select appropriate kinds of fruits and vegetables for various recipes
5. Demonstrate methods to clean, peel, and cut fruits and vegetables
6. Prepare fruit and vegetable dishes

6.05 COMPETENCY: Prepare salads

PERFORMANCE INDICATORS:

1. Describe the characteristics of the following salads: appetizers, accompaniment, main course, dessert.
2. Explain the four basic parts of a salad

3. Describe optimum serving temperatures for salads
4. Describe the characteristics of salad dressings
5. Describe considerations for serving salads as side dishes, table side service, buffet and salad bar
6. Practice sanitation for salads
7. Prepare a variety of salads for various purposes

6.06 COMPETENCY: Prepare sandwiches, canapes, appetizers and hors d'oeuvres

PERFORMANCE INDICATORS:

1. Describe the characteristics of various types of hot and cold sandwiches
2. Describe the equipment used to make sandwiches
3. Demonstrate procedures for preparing, wrapping, and storing cold sandwiches
4. Explain the characteristics of appetizers, canapes, and hors d'oeuvres
5. Explain the purposes of garnishes
6. Describe considerations for serving sandwiches, canapes, appetizers, and hors'oeuvres
7. Prepare a variety of sandwiches, canapes, appetizers, and hors d'oeuvres

6.07 COMPETENCY: Prepare baked goods

PERFORMANCE INDICATORS:

1. Describe the types of baked goods and the baking process
2. List basic baking ingredients and describe their purposes
3. Characterize the different types of flour used in baking
4. Describe the storage requirements for basic baking ingredients
5. Demonstrate weight and measure abbreviations commonly used in bakery recipes
6. Explain safe use of commercial bakery equipment
7. Demonstrate safety precautions, and cleaning/sanitation procedures for commercial bakery equipment
8. Use bakery equipment found in commercial bakeries and restaurants
9. Prepare cookies, cakes, quick breads, yeast breads, and pastries
10. Describe standards of quality
11. Examine causes of non-standard products

7. **CONTENT STANDARD: DEVELOP QUALITY FOOD SERVICE AND MANAGEMENT PRACTICES**

7.01 COMPETENCY: Explore the duties and responsibilities of food service management

PERFORMANCE INDICATORS:

1. Explain food service management basics
2. Describe the management of food service personnel
3. Explain facility management in food service
4. Describe food service marketing techniques

7.02 COMPETENCY: Describe standards, regulations, and laws in food service

PERFORMANCE INDICATORS:

1. Explain food service standards
2. Describe food service regulations
3. Explain laws related to the food service industry

7.03 COMPETENCY: Develop strategies for customer service

PERFORMANCE INDICATORS:

1. Explain the importance of customer service on success
2. Describe examples of how exceeding customer expectations can improve business
3. Explain how employee attitudes can affect customer satisfaction
4. Develop strategies for resolving employee and customer complaints
5. Explain ways to accommodate customers and employees with special needs